

EPILOGUE

Creativity and collaboration in the education sector

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This special issue for the *International Journal of Pedagogies and Learning* focuses on the theme 'Creativity and Collaboration in the Education Sector'. The papers in this special theme issue explore the concept of creativity, particularly in relation to pedagogical and wider educational practices, and the insights that can be facilitated by the discovery of connections that might otherwise have gone unnoticed. As Robinson (2001) contends creativity is essentially a creative process that arises through interactions with others and is often interdisciplinary. Sawyer (2006) contends that the myth of the individual genius has affected the way group work has been perceived in all sectors of Western society, and that creativity itself is inherently collaborative. The embedded creative aspect of collaborative practice has been explored by a number of authors (Bennis & Biderman, 1997; Hargrove, 1998; John-Steiner, 2000; Mattessich, Murray-Close, & Monsey, 2004; Rosen, 2007; Sanker, 2012; Sawyer, 2007). Most agree that there are various degrees of collaboration but that a truly collaborative process can be difficult without careful consideration of a range of factors such as communication, leadership, skills and expertise and support (Farrell, 2001; Pullen, Baguley, & Marsden, 2009; Winer & Ray, 2000).

There is an increasing interest in the creative element of the collaborative process and how it is being utilised in the education sector. This is evidenced in the diversity of the papers which comprise this special theme issue. Reflective practice as an essential element of professional development is explored through 'Lesson Study', a practice originating from Japan. Myers has explored this phenomenon through the application of Lesson Study with her pre-service teachers, thereby providing an insider's perspective as a teacher educator of

both the challenges and benefits of this process. The marketing process is explored by Kerby in his investigation of how a school's marketing plan seeks to creatively address the tension between the philosophical demands of a religious school and practical business considerations such as increasing school enrolments. Schaefer explores the context of pre-service physical education teachers negotiating their academic and professional identity by utilising narrative inquiry methodology while simultaneously investigating his own journey as a teacher educator. Strengthening collaborative partnerships between universities and schools is the focus of Baguley and Fullarton's paper which investigates the impact of increasing performativity and accountability in the education sector. The pedagogical practices underpinning Yoga Teacher Training programmes and how they can be re-conceptualised as a Community of Practice is examined by Davies through his immersion in this philosophical tradition. Vitulli, Santoli and Fresne investigate the professional development programme Arts in Education (AiE). This programme trains teachers to more effectively integrate the arts in the classroom in order to assist teaching areas designated as 'priority' subjects such as literacy and numeracy.

The now ubiquitous communication technologies have facilitated a community of researchers who might otherwise have pursued their research interests in isolation. This special theme issue offers a richer, deeper insight into creative and collaborative processes because the editors were able to bring together educators from the United States, Canada, Qatar and Australia. These educators are committed to challenging traditional modes of thinking and to explore the potential offered by such collaborative ventures as outlined in their individual papers.

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Narrative inquiry for physical education pedagogy – *Lee Schaefer*

The education of artistic vision: A collaboration between the community and the academy – *Margaret Baguley and Lee Fullarton*

Re-imagining communities of practice: Does this underpin modern yoga teacher training? – *Andy Davies*

Arts in education: Professional development integrating the arts and collaborating with schools and community – *Paige Vitulli, Susan Pitts Santoli and Jeannette Fresne*

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